

LESSON PLAN: KS2

Aims

- Pupils understand some of the effects of malnutrition.
- Pupils gain a deeper understanding of what can be done to help children suffering from malnutrition.
- Pupils understand that all children around the world have the right to enough of the right foods, the best health care possible and information to help them stay healthy – but that this right is often denied.
- The class shares different ways that your school can fundraise on Unicef's Day for Change to help malnourished children grow up healthy and strong.

Prior Learning

- It would be beneficial if the pupils had already seen the KS1/2 Day for Change assembly presentation, but this is not essential.



Success criteria

- Pupils are able to identify some of the causes of malnutrition.
- Pupils are able to describe some of the ways that Unicef helps children suffering from malnutrition.
- Pupils understand that children and young people have a right to enough of the right foods, the best health care possible and information to help them stay healthy.
- Fundraising plans for Day for Change have been discussed.

Key words

Malnutrition, Wasting, Stunting, Unicef, Rights, Cause, Fundraising

Resource preparation

- Lesson presentation
- Lesson activities sheet

Thinking about children in danger can evoke strong feelings in both adults and children. Sharing your feelings about the information – for example, that it made you feel sad or surprised – could help to initiate a supportive conversation.

When discussing these issues, be sensitive to the possibility that there may be young people in your class who find the film and topic upsetting; you may prefer to share the film in a lesson, where the learning environment allows for a more intimate discussion.



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Teaching Sequence

Please note: text in grey provides additional background notes for the presenter.

Slide 1:
LEARNING ABOUT MALNUTRITION



Explain that all children everywhere have the right to nutritious food and the best possible health care. Every child should get the nutrition they need to grow up healthy and strong, and reach their full potential.

Slide 2:
WHAT IS NUTRITION?



Ask pupils to suggest answers to the question. On the next click of the slide, read the definition. Explain what nutrition means in practical terms, and make sure that pupils understand that this relates to the food and drink they consume.

Slides 3-4:

Slide 3:
WHAT IS MALNUTRITION?



Slide 4:
WASTING AND STUNTING



These slides provide a recap from the assembly presentation about what is meant by 'malnutrition'. You may like to ask pupils about this first before showing the definition.

On the next slide, two of the key effects of malnutrition are shown: **wasting** and **stunting**.

Wasting refers to children who are **acutely malnourished** – too thin for their height. This may occur when the child is not getting enough energy from food, and could result in death if left untreated.

Stunting refers to a child who is too short for his/her age, and occurs when children don't have access to the right nutrients. Stunting also effects the development of the brain and the learning capacity of the child. In turn, this can affect their school performance and future employment earnings, and also lead to increased risks of medical conditions such as diabetes and high blood pressure. The effects of stunting often last a lifetime.

Please note that malnutrition is a broad term commonly used as an alternative to undernutrition, but technically it also refers to overnutrition. People are malnourished if their diet does not provide adequate calories and nutrients for growth and maintenance, or if they are unable to fully utilise the food they eat due to illness (undernutrition). They are also malnourished if they consume too many calories (overnutrition). The focus of Day for Change is on malnutrition in the context of undernutrition.

Slide 5: WHY IS MALNUTRITION DANGEROUS?



Explain that malnutrition can mean that children's bodies and brains don't develop properly. If a child becomes severely malnourished, this can even lead to death. Malnutrition is responsible for nearly half of all deaths of children under five.

Slides 6-9:

Ask pupils to look at the photos on each slide and discuss what they can see.

Slide 6: WHAT CAN BE DONE TO HELP?



Unicef helps to ensure that children's nutritional status and growth is monitored. The photo shows a child having their mid-upper arm circumference (MUAC) measured, which gives an indication of the muscle mass of the upper arm. This is a way to monitor whether children have acute malnutrition.

MUAC is a rapid and effective predictor of risk of death in children aged 6–59 months and is increasingly being used to assess adult nutritional status.

Slide 7: WHAT CAN BE DONE TO HELP?



Unicef provides 80 per cent of the world's life-saving emergency food. This photo shows a child suffering from severe acute malnutrition who is receiving life-saving emergency food in the form of ready-to-use high energy peanut paste.

Slide 8: WHAT CAN BE DONE TO HELP?



This slide shows parents with their children at a health centre. This represents the education parents can receive to learn about the importance of good, consistent nutrition. Parents and caregivers can also be taught how to spot the signs of malnutrition, so they know when to seek medical attention.

Slide 9: WHAT CAN BE DONE TO HELP?



This photo relates to the first 1,000 days in a child's life, which are particularly important for growth and development. The first 1,000 days are counted from conception to the child's second birthday. Babies can become malnourished even before they are born, if their mums are malnourished and cannot pass on enough nutrients. By treating malnutrition in the first 1,000 days of a child's life, Unicef has helped cut the number of children badly affected by stunting – children's bodies and brains not growing the way they should – by nearly 100 million since 1990.

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Slide 10: HOPE FOR EVERY CHILD

YOUR CLASS ACTIVITY

In words, pictures, music or drama create a 'story of hope' about how children with malnutrition can be helped.

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The photo provides a stimulus to ask the class what they hope for every child in the world with regard to their health and nutrition. Ask pupils what they hope for children who don't have enough or the right kind of food. This will provide a useful opportunity to reflect on what has been learned so far.

Slide 11: A CHOICE OF TWO ACTIVITIES

HOW CAN YOU RAISE MONEY?

Day for Change is a special day organised by Unicef where schools can raise money to help malnourished children grow up healthy and strong.

non-uniform day sports competition bake sale picnic class quiz

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Pupils can choose one of the main lesson activities. They can either:

- create their own 'story of hope' about how children suffering from malnutrition can be helped, drawing upon the ideas of slides 3–9. The story could be told through words, pictures, music or drama

OR

- use the information cards to script and role-play a TV interview about child malnutrition and how schools can support Day for Change, or write a newspaper article on the subject. For paired work, one pupil could use the cards to help ask the interview questions while the other pupil could use the information to help support their answers. For small group work, each pupil could form part of a TV broadcasting team and use a card each as part of the role play.

Slide 12: HOW CAN YOU RAISE MONEY?

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This slide provides some examples of how pupils can work together and fundraise to help children around the world grow up healthy and strong.

Plenary

Pupils share and reflect upon their work with the rest of the class and, if time allows, read out the 'stories of hope' they have produced or perform their role plays.